



State of North Carolina Office of the Governor

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GOV. EASLEY UNVEILS N.C. TEACHER WORKING CONDITIONS SURVEY RESULTS

RALEIGH - Gov. Mike Easley today unveiled preliminary findings of the North Carolina Teacher Working Conditions Survey and discussed steps that are being taken in response to these results.

"North Carolina is committed to retaining high quality teachers in our schools and this survey gives us the feedback we need to improve our teacher's working conditions so that they will want to stay in the classroom," said Easley. "We are the first state in the nation to undertake this effort. We are listening to teachers, and our schools and school children will be the better for it."

In May 2002, Easley launched the Governor's Teacher Working Conditions Initiative with the goals of keeping good teachers in the classroom and improving education for all children. In partnership with the North Carolina Professional Teaching Standards Commission, with assistance from the N.C. Association of Educators, and with funding from BellSouth-NC, the Governor sent a survey on working conditions to every teacher, principal and licensed professional in the state's public schools. More than 42,000 voluntary responses were received from nearly 1,500 schools in 115 of the state's 117 school systems.

The preliminary report on the survey, which was analyzed by the Center for Child and Family Policy at Duke University, showed the following:

- Teachers are most satisfied with school leadership and harbor mixed sentiments on facilities, teacher empowerment, and professional development.
- Generally, elementary teachers are more satisfied with their conditions of work than their middle and high school peers and staff in smaller schools are more satisfied than their colleagues in mid-range and large schools.
- Overall, teachers are not satisfied with their conditions of work and feel least satisfied with the amount of time they have to do their jobs.
- There are striking differences in perceptions between principals and teachers.

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